

# IDAHO ALTERNATIVE ASSESSMENT EXTENDED READING/RECEPTIVE COMMUNICATIONS LANGUAGE ARTS CONTENT STANDARDS

## Extended Knowledge and Skills for Reading, Listening, and Viewing

Language, the gateway to learning, provides our most powerful and readily available tool for students with disabilities to present themselves to the world as well as the world to them.

Not only a means of communication, language serves as the primary instrument of thought and is an unmistakable mark of personal identity. Encouraging and enabling students with disabilities to effectively use language, regardless of personal limitations, remains one of society's most significant tasks. When students with disabilities exit the educational system, they will be able to use reading, writing, listening, speaking, and viewing unique to them for personal use as members of society and as consumers, in the workplace, for recreation and leisure activities, and for lifelong learning.

This document contains language arts achievement standards expected for all students related to receptive communication—reading, listening and viewing. However, to recognize and accept the differences of a small number of students with significant disabilities, extended knowledge and skills are presented as downward extensions of the standards. A *downward extension* means to look at a standard and the corresponding set of general education content knowledge and skills and apply the general or overall concept for students with significant disabilities.

**Note:** Alternate sample applications are examples of how a student might demonstrate performance of the extended knowledge and skills. The lists of sample applications presented in this document are not exhaustive.

## READING

**Rational:** Read a variety of materials and apply strategies appropriate to various situations.

Reading Content Standards: The student will—	Extended Knowledge & Skills	Sample Applications
01. Read a variety of traditional and electronic materials for information and understanding.  ---- Read a variety of traditional or electronic materials through the use of symbolic expressions such as, words, pictures, signs, gestures, eye gaze, line-drawings, Braille, objects, or textures for information and understanding.	<b>R-1. Read and interpret presymbolic expressions for understanding.</b>	a. Alerts to music to indicate start of an activity. b. Attends to object teacher is pointing at. c. Picks up object after being tapped on shoulder. d. Opens mouth after smelling food.

Reading Content Standards: The student will—	Extended Knowledge & Skills	Sample Applications
	<b>R-2. Read and interpret symbolic expressions for understanding.</b>	<ul style="list-style-type: none"> <li>a. Touch a texture to recognize an activity.</li> <li>b. Touch an object to recognize next activity.</li> <li>c. Recognize the meaning of line drawing pictures for a visit to the grocery store.</li> <li>d. Identify and choose a product from a grocery list/pictures for shopping.</li> <li>e. Recognize the student's name when written in Braille.</li> <li>f. Recognize an activity to participate in from a choice of two pictures/photographs.</li> <li>g. Follow a daily schedule and various routines using a calendar/object box.</li> <li>h. Recognize (interpret) the meaning of words used on the job.</li> <li>i. Decode words using strategies such as phonics, context clues, etc.</li> <li>j. Read and demonstrate understanding of safety signs using words, pictures, objects, etc.</li> <li>k. Read classroom/school rules using words, pictures, objects, etc.</li> <li>l. Follow classroom directions given in sign language.</li> </ul>
	<b>R-3. Locate information and use for a variety of purposes.</b>	<ul style="list-style-type: none"> <li>a. Locate information and signify when it is to be used from key locations in the school and community environments (list in wallet, id bracelet, special list in phone book, etc.).</li> <li>b. Use words, objects, pictures, etc, to find the ingredients in a recipe.</li> <li>c. Recognize a food odor and indicate hunger.</li> <li>d. Find a ball on the shelf and indicate to the teacher that it is playtime.</li> <li>e. Do comparison shopping by cutting out coupons.</li> </ul>

Reading Content Standards: The student will—	Extended Knowledge & Skills	Sample Applications
	<b>R-4. Interpret symbolic expressions for sequential routines.</b>	<ul style="list-style-type: none"> <li>a. Read touch cues to anticipate steps in a scripted routine.</li> <li>b. Follow directions when given with objects/pictures/ words.</li> <li>c. Read a job task list or picture card and complete the steps of the job.</li> </ul>
<p>02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p> <p>---- Read and respond to a variety of symbolic expressions such as, words, pictures, signs, gestures, eye gaze, line-drawings, Braille, objects, or textures to learn the power of written language in human experiences.</p>	<b>R-5. Demonstrate the role of reading to entertain, enrich, inform, and serve as a tool for lifelong learning</b>	<ul style="list-style-type: none"> <li>a. Respond to a social story read to the student by exhibiting the same behavior.</li> <li>b. Read and respond to newspapers and magazine articles.</li> <li>c. Follow step-by-step directions from a picture recipe.</li> <li>d. Look/read books or magazines with a peer and discuss the contents.</li> <li>e. Develop the habit of looking at reading materials daily.</li> <li>f. Respond yes/no to pictures of activities to indicate a favorite time during the day.</li> <li>g. Read signs to use public transportation.</li> <li>h. Read objects/pictures/ words, etc., to participate in school and community extracurricular activities, e.g., swimming, basketball, etc.</li> </ul>

## LISTENING

**Rationale:** Use skills of listening to effectively understand, comprehend, and critique oral and visual presentation.

Listening Content Standards: The student will—	Extended Knowledge & Skills	Sample Applications
01. Listen for information and understanding.  ---Use a variety of senses to listen for information and respond with understanding.	<b>L-1. Listen and respond to presymbolic and/or symbolic modes of expression, such as voice, sign, gestures/touch/body language.</b>	a. Follow one step direction about the system of classroom procedures and activities. b. Respond to name. c. Respond to environmental sounds, such as music to change an activity. d. Keep eyes open for extended period to time when presented with a meaningful activity/person. e. Attend/orient toward people or objects. f. Respond selectively to others, such as a teacher's touch, gesture, or body language. g. Listen to a message on an answering machine and tell mom who called.
	<b>L-2. Listen to gain information and use it to ask questions, make choices, clarify.</b>	a. Tolerate touch to gain information, such as a direction to move to another location. b. Respond to auditory or touch cues, such as "lean forward" in a wheelchair. c. Respond to questions. d. Follow multi-step directions from an employer. e. Restate instructions to verify comprehension. f. Exit the building when the fire alarm goes off. g. Learn someone's name while being introduced.

Listening Content Standards: The student will—	Extended Knowledge & Skills	Sample Applications
	L-2. Listen to gain information and use it to ask questions, make choices, clarify.	<ul style="list-style-type: none"> <li>a. Effectively listen to peer and teacher responses to make choices.</li> <li>b. Indicate need for clarification by asking questions.</li> <li>c. Listen to the cashier at fast food restaurant to make choices.</li> <li>d. Participate in hot lunch count by responding to questions about his or her lunch choices.</li> <li>e. Go to a grocery store and ask “Joe Albertson” where the meat department is.</li> <li>f. Listen to instructions and then ask an employer for assistance to complete a task when needed.</li> </ul>
02. Listen for literary response and expression.	L-4. Listen to literature given in a variety of media, e.g., teacher reading, computer, tape, video.	<ul style="list-style-type: none"> <li>a. Orient toward the speaker.</li> <li>b. Listen to the teacher read news stories and talk about them.</li> <li>c. Retell a story.</li> </ul>
	<b>L-4. Listen to stories and express like and dislike of the story.</b>	<ul style="list-style-type: none"> <li>a. Responds to questions about literature or oral presentation, such as, “What was your favorite part?” of a video.</li> <li>b. Responds to environmental sounds, e.g., speaker’s voice, presentations.</li> <li>c. Makes choices of literature, e.g., books, tapes, videos, etc.</li> </ul>
03. Listen for critical analysis and evaluation.	<b>L-6. Understand the purpose, content, and delivery of verbal communication and non-verbal cues.</b>	<ul style="list-style-type: none"> <li>a. Respond to questions about content.</li> <li>b. Listen to weather report and determine appropriate clothing for the day.</li> <li>c. After listening to verbal instructions attend to auditory and/or visual signal before crossing street, operating copy machine.</li> <li>d. Determine if a TV ad makes you want to buy something.</li> </ul>

## VIEWING

**Rationale:** Students use viewing or touch skills to effectively understand and comprehend visually-presented information and use visual or manipulative elements to produce visual presentations.

Viewing Content Standards: The student will—	Extended Knowledge & Skills	Sample Applications
01. View for information and understanding.	<b>V-1. Utilize different media as sources of information.</b>	<ul style="list-style-type: none"> <li>a. View a science video to enhance a concept (information).</li> <li>b. View the weather report and match symbol card (clothes, weather) with the outside picture.</li> <li>c. View an instructional video on a task to complete at work.</li> <li>d. Activates a switch to view a computer software program.</li> </ul>
	<b>V-2. Determine main idea and supporting details within non-print media.</b>	<ul style="list-style-type: none"> <li>a. Write a summary using pictures, objects, etc., of a viewed presentation that informs.</li> <li>b. Match facial expressions to characters in a short TV program to demonstrate body language.</li> <li>c. After watching a video on feminine hygiene, discuss the major concepts.</li> <li>d. View a program and sequence beginning, middle, and end with picture cards.</li> <li>e. Role-play to demonstrate understanding of a character in a play, video, etc.</li> </ul>
02. View media to engage in critical analysis and evaluation.  ---View media to evaluate and make appropriate choices.	<b>V-3. View media to evaluate and make appropriate choices.</b>	<ul style="list-style-type: none"> <li>a. Differentiate between real and pretend.</li> <li>b. Understand idioms, such as “go fly a kite.”</li> <li>c. Relate main idea that a commercial is attempting to convey.</li> <li>d. Watch a McDonald’s commercial and ask: “What is this ad trying to convince you to do?” (Eat at McDonald’s) “What did you see that encouraged you to go to McDonald’s?” (Bright colors, fun activities, happy faces, and/or delicious-looking food).</li> <li>e. Respond to video or assembly presentations on health, conflict resolution, and safety issues.</li> </ul>

Viewing Content Standards: The student will—	Extended Knowledge & Skills	Sample Applications
		f. Identify key pictures within a short media presentation.
03. Use a variety of resources to produce visuals that communicate through print and non-print media.	V-4. Explore use of multiple visual tools to produce visuals.	a. Create a remnant book of a field trip to McDonald's. b. Participate in the design of a project that includes oral, written, and graphic displays. c. Participate in the design of a presentation using such software as Powerpoint and/or Hyperstudio. d. Participate with classmates to create a two-minute video. e. Create a greeting card using the computer, e.g., Printshop, Webshots.